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ABSTRACT

This paper presents findings of a study that examined the perceptions of public- and private-school principals toward educational vouchers. A survey of 500 principals (416 from public schools and 84 from private schools) in 5 southeastern states (Alabama, Florida, Georgia, Louisiana, and Mississippi) elicited a composite response rate of 52 percent (210 public schools, 84 private schools). Thirty percent of the public-school principals and 90 percent of the private-school principals supported educational vouchers. White principals believed that vouchers would have a strong negative effect on schools; black principals said that the effect would be slightly negative. The independent variables of type of K-12 school attended, years of administrative experience, education level, race, and gender had no significant effects on principals' perceptions of vouchers. The degree to which principals supported vouchers appears to be directly related to how they believe it will affect their schools or jobs. Their attitudes may be rooted in financial and personal reasons, rather than in consideration of the effects on education. Sixteen tables are included. (LMI)

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PERCEPTIONS OF PRINCIPALS TOWARD EDUCATIONAL VOUCHERS

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Paper presented at the Annual Meeting of the Mid-South Educational Research Association, November 10-12, 1993, New Orleans, Louisiana.

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The concept of educational vouchers is an old one dating back over 200 years. Yet it is one about which in modern times much thought and desire from school system constituencies and educational leaders has been stimulated.

The concept of a voucher system is easy to understand and straightforward. The government issues payments (vouchers) directly to parents of school age children who select the school of their choice in which to enroll their children. The school may be public, private, or sectarian (Catterall, 1984). According to Catterall, the pupil or the family selects a school and uses the voucher as payment for the educational program provided. The school exchanges all vouchers it collects in order to receive funds from the government.

A classical voucher idea was first proposed by Milton Friedman in the sixties. Friedman believed that public education was a monopoly and that vouchers were necessary in order to equalize education (as cited in Lieberman, 1989). Liberals took this idea and attached social reform to it (Lindelow, 1983).

Educational vouchers lend themselves to several kinds of free interpretations. They can be developed along different lines to express different social, economic, or political aims. As a result, it is very difficult to be pro or anti-voucher in principle because vouchers can be adapted to serve so many different principles.

According to Clinchy and Cody (1978), schools have

educated the masses and now these educated masses want a choice. A new consumerism demanding choice is now rising in the nation. Clinchy and Cody also point out that schools have become more standardized in order to accomplish the goal of educating the masses. However, parents now find themselves in a system that has little diversity or choice, and many are demanding a choice.

For nearly two hundred years, the voucher idea slept quietly in the back pages of capitalist philosophy. Then, starting in the 1950's, the idea began to be seen as a means to other than capitalistic ends--such as segregation, aid for private schools, reforming school finance, and equalizing opportunities.

The voucher idea is at least as old as Adam Smith's Wealth of Nations (1776). Smith proposed that the government should give money directly to the parents for the purchase of educational services, in order to inject some creativity and competition into the stagnant educational monopoly of the day. He believed that parents are as wise as the government in choosing a school. Thomas Paine brought this idea to America and added that the poor should be given special consideration, and that all parents should be required to purchase education for their children (Lindelow, 1980).

In 1859 John Stuart Mill in his essay "On Liberty" wrote that the government should require a minimum education for all children, but that parents should have the right to choose

where their children were to be educated. He warned against state controlled education.

Only in the last decade have the ideas of Smith, Payne, and Mill been further developed. This eighty year hiatus was probably due to the increasing popularity of compulsory public education, a trust in the American nativism, and the creation of an American culture due to so many immigrants. The public schools taught a largely Protestant set of values to a diverse population (Lindelow, 1983).

> Perhaps no issue today triggers a more lively discussion than educational vouchers. Whether they are viewed as a mortal threat to public schools or as a legitimate expression of individual freedom--or somewhere in between--most people have strong opinions on the matter (Lindelow, 1983, p. iv).

The educational voucher argument increases in complexity as one tries to find a common definition. Like a coat of many colors, voucher plans differ in many ways. Various models exist; some are quite laissez-faire and others quite regulated. Some focus on educational equity and others emphasize exclusiveness of interest.

Educational vouchers are a great concern to many Americans as it relates to school reform. The latest Gallop poll indicated that 70% of the public support this idea (Lawton, 1992). Leaders in education, business and industry, and government have voiced their opinions regarding this issue. It is apparent that school administrators need to be heard from concerning educational vouchers. As in the success or failure of many school reform issues, the success or

failure of educational vouchers might lie in principals perceptions toward them. The purpose of this study was to develop an instrument to measure the perceptions of public and private school principals toward educational vouchers.

Methodology

Educational vouchers are a great concern to many Americans as it relates to school reform. A 1992 Gallop poll indicated that 70% of the public support this idea (Lawton, 1992). A California referendum was soundly defeated by the voters (Vouchers backers, 1993). Leaders in education, business and industry, and government have voiced their opinions regarding this issue. It is apparent that school administrators need to be heard from concerning educational vouchers. As in the success or failure of many school reform issues, the success or failure of educational vouchers might lie in principals perceptions toward them.

This section will include an overview of the subjects, a discussion of the data collection, an explanation of the instrument development, and a discussion of how the data will be analyzed.

Subjects

This study involved public and private school principals from the five southeastern states of Alabama, Florida, Georgia, Louisiana, and Mississippi. A LOTUS random numbers computer program was used to select one

hundred principals from each of these states. The number of surveys sent to public and private school principals in each state was based upon the ratio of public schools to private schools. The ratios were adjusted to the nearest tenth. In the five southeastern states, which were surveyed, there is a total of 7336 public schools and 1673 private schools. This information is according to the educational directories of the states of Alabama, Florida, Georgia, Louisiana, and Mississippi.

Data Collection

Data for this study was collected using the procedures outlined below. In order to provide a stratified random sample 100 principals was selected from each state according to the ratio of public schools to private schools. In the selection process each school was assigned a number. Schools were then randomly selected. Subsequently, the principals were identified using the state educational directories. Table 1 shows the data collected by state and by type of school.

Table 1

Number and Type of School by State

State	Public	Private	Surveys Sent to Pbl Schs.	Ret.	Surveys Sent to Priv.Sch	Ret
Alabama	1424	167	90	46	10	5
Florida	2025	557	78	38	22	13
Georgia	1815	436	81	33	19	7
Louisiana	1406	413	77	44	23	20
Mississippi	866	100	90	49	10	5
Total	**7536**	**1673**	**416**	**210**	**84**	**50**

Instrumentation

The Survey of Perceptions of Selected School Principals Toward Educational Vouchers is an instrument developed by the writer to measure the perceptions of public and private school principals toward educational vouchers. It consists of 18 items divided into two categories or constructs. The two categories are (a) perceptions toward educational vouchers and (b) institutional effect of educational vouchers. The items may be responded to on a scale of 1 to 4: 1=strongly agree, 2=agree, 3=disagree, and 4=strongly disagree. Educational and demographic information was also be gathered from the respondents when they respond to the survey.

ANALYSIS OF DATA

The purpose of this study was to determine if there is a significant relationship between the perceptions of principals toward educational vouchers and the set of educational and demographic characteristics of type of school surveyed, type of K-12 school attended by the principal, experience in administration, level of education, race, and gender. In addition the study sought to determine the independent relationship between the principals' perceptions toward educational vouchers and each educational or demographic characteristic. The study was conducted in the fall of 1992. The perceptions tested in the study fell

into two categories: (a) perception toward educational vouchers related to their attitude toward educational vouchers and (b) perceptions toward the institutional effect of educational vouchers.

The statistical analysis of the data in this chapter provides the basis for drawing conclusions regarding the problem statement of this study. Multiple correlation techniques were utilized to test the relationship between the criterion variables of perceptions of principals and the set of independent variables of type of school surveyed, type of school attended, years of experience in administration, level of education, race, and gender. Each of these hypotheses guiding these analyses was tested at the .05 level of significance.

Descriptive Analyses

This study analyzed the responses of 500 public and private school principals from the states of Alabama, Florida, Georgia, Louisiana, and Mississippi. The data was collected using the survey, Principals' Perceptions Toward Educational Vouchers, which measured principals' perceptions toward educational vouchers. One hundred (100) principals in each of the states surveyed were randomly selected and sent surveys. The number sent to public and private school principals was determined by the ratio of public schools to private schools in the selected states. As a result, 414 were sent to public schools and 86 to private schools. The

composite return rate was 52%. Public schools returned 210 out of 414 sent for a percentage of 52%. Private schools returned 50 out of 86 for a percentage of 58%. See Table 1 for a complete breakdown by state. As shown in Table 1 the return rate for each state and type of school was fairly consistent with the composite percent. Georgia was the lowest with 40% and Louisiana was the highest with 64%.

Table 2 lists the variables which were used in the multiple regression analysis. The criterion variables are perceptions toward educational vouchers (P1) and perceptions of the institutional effect of vouchers (P2). Perceptions toward educational vouchers measured a positive or a negative attitude toward vouchers by having the respondent agree or disagree with statements on the survey on a scale from one to four. Perceptions toward institutional effect measured the respondent's belief on how the school would be affected. The independent variables (X2,X4,X5,X6,X7,X8) are the educational and demographic categories in which the respondents fell.

Table 2

Multiple Regression Variables

Criterion Variables	Independent Variables	Description
P1		Perceptions of principal's attitude toward educational vouchers
P2		Perception of principals toward the institutional effect of educational vouchers
	X2	Type of institution surveyed
	X4	Type of institution attended by the respondent
	X5	Race of respondent
	X6	Years of administrative experience for the respondent
	X7	Gender of respondent
	X8	Level of education (Degree held)

Results and Discussion

The purpose of this study was to determine if there is a significant relationship between the perceptions of principals toward educational vouchers and the set of educational and demographic characteristics of type of school surveyed, type of K-12 school attended by the principal, experience in administration, level of education, race, and gender. In addition the study sought to determine the independent relationship between the principals' perceptions toward educational vouchers and each educational or demographic characteristic. The criterion variables were perceptions of principals toward educational vouchers related to their attitude toward educational vouchers and perceptions of principals toward the institutional effect of educational vouchers. The independent variables were type of school surveyed, type of school attended, years of experience in administration, level of education, race, and gender.

The subjects for the study were 500 public and private school principals from the states of Alabama, Florida, Georgia, Louisiana, and Mississippi. The data was collected using the survey, Principals' Perceptions Toward Educational Vouchers, which measured principals' perceptions toward educational vouchers. One hundred (100) principals in each of the states surveyed were randomly selected and sent surveys. The number sent to public and private school

principals was determined by the ratio of public schools to private schools in the selected states.

Multiple correlation techniques were utilized to test the relationship between the criterion variables of perceptions of principals and the set of independent variables of type of school surveyed, type of school attended, years of experience in administration, level of education, race, and gender. A multiple correlation technique was utilized to test Hypotheses 1 and 2 while a semi-partial technique was used to test Hypotheses 3 through 14.

Summary of Major Findings

The data presented resulted in the following findings:

H1: There is a significant relationship between the criterion variable of perceptions of principals toward educational vouchers and the composite set of independent variables of type of school surveyed, type of school attended by the respondent, years of experience in administration, level of education, race, and gender.

There was a significance relationship between principals' perceptions toward educational vouchers and the educational or demographic category in which they fell. Therefore, Hypotheses 1 was accepted. Table 3 shows the results of the statistical test for Hypothesis 1.

TABLE 3

HYPOTHESIS 1

RELATIONSHIP BETWEEN PERCEPTIONS OF PRINCIPALS

AND COMPOSITE SET OF VARIABLES

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Composite Set	58.075	6	25.90	.0001	.38
Regression	58.075	6	25.90	.0001	.38
Residual	94.540	253			
Total	152.615	259			

TABLE 4

HYPOTHESIS 2

RELATIONSHIP BETWEEN INSTITUTIONAL EFFECT

AND COMPOSITE SET OF VARIABLES

Source	Sum of Squares	Degrees of Freedom	F	p	R^2
Composite Set	20.998	6	19.25	.0001	.31
Regression	20.998	6	19.25	.0001	
Residual	46.001	253			
Total	67.000	259			

H2: There is a significant relationship between the criterion variable of perceptions of principals toward the institutional effect of educational vouchers and the composite set of independent variables of type of school surveyed, type of school attended by the respondent, years of experience in administration, level of education, race, and gender. Table 4 shows the results of the statistical test for Hypothesis 2.

There was a significance relationship between principals' perceptions toward educational vouchers and the educational or demographic category in which they fell. Therefore, Hypotheses 2 was accepted.

H3: There is a significant independent relationship between the criterion variable of perceptions of principals toward educational vouchers and type of school surveyed, while holding constant the independent variables of type of school attended by the respondent, years of experience in administration, level of education, race, and gender.

Hypothesis 3 was accepted. The test revealed that there was a significant independent relationship between principals' perceptions toward educational vouchers and the type of school surveyed. Table 5 shows the results of the statistical test for Hypothesis 3.

H4: There is a significant independent relationship between the criterion variable of perceptions of principals toward the institutional effect of educational vouchers and

type of school surveyed, while holding constant the independent variables of type of school attended by the respondent, years of experience in administration, level of education, race, and gender. A semi-partial multiple regression technique was used to determine significance.

Hypothesis 4 was accepted. There was a significant relationship between perceptions toward institutional effect and the type of school surveyed. Table 6 shows the results of the statistical test for Hypothesis 4.

TABLE 5

HYPOTHESIS 3

RELATIONSHIP BETWEEN PERCEPTIONS OF PRINCIPALS

AND TYPE OF SCHOOL SURVEYED

Source	Sum of Squares	Degrees of Freedom	F	p	R^2
Type of School Surveyed	54.842	1	146.76	.0001	.36
Regression	58.075	6	25.903	.0001	
Residual	94.540	253			
Total	152.615	259			

TABLE 6

HYPOTHESIS 4

RELATIONSHIP BETWEEN INSTITUTIONAL EFFECT

AND TYPE OF SCHOOL SURVEYED

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Type of School Surveyed	20.067	1	110.37	.0001	.30
Regression	20.998	6	19.25	.0001	
Residual	46.001	253			
Total	67.000	259			

H5: There is a significant independent relationship between the criterion variable of perceptions of principals toward educational vouchers and type of school attended by the respondent, while holding constant the independent variables of type of school surveyed, years of experience in administration, level of education, race, and gender.

There was no significant relationship between principals' perceptions toward educational vouchers and the type of school attended. Hypothesis 5 was rejected. Table 7 shows the results of the statistical test for Hypothesis 5.

H6: There is a significant independent relationship between the criterion variable of perceptions of principals toward the institutional effect of educational vouchers and type of school attended by the respondent, while holding constant the independent variables of type of school surveyed, years of experience in administration, level of education, race, and gender.

Hypothesis 6 was rejected. There was no significant relationship between principals' perceptions toward institutional effect of educational vouchers and type of school attended. Table 8 shows the results of the statistical test for Hypothesis 6.

TABLE 7

HYPOTHESIS 5

RELATIONSHIP BETWEEN PERCEPTIONS OF PRINCIPALS

AND TYPE OF SCHOOL ATTENDED

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Type of School Attended	.306	1	.819	.366	.002
Regression	58.075	6	25.903	.0001	
Residual	94.540	253			
Total	152.615				

TABLE 8

HYPOTHESIS 6

RELATIONSHIP BETWEEN INSTITUTIONAL EFFECT

AND TYPE OF SCHOOL ATTENDED

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Type of School Attended	.0005	1	.003	.959	.00001
Regression	20.998	6	19.25	.0001	
Residual	46.0001	253			
Total	67.000	259			

H7: There is a significant independent relationship between the criterion variable of perceptions of principals toward educational vouchers and years of experience in administration, while holding constant the independent variables of type of school surveyed, type of school attended by the respondent, level of education, race, and gender. Hypothesis 7 was rejected. The test revealed that there was no significant relationship between perceptions of principals toward educational vouchers and years of experience in administration. Table 9 shows the results of the statistical test for Hypothesis 7.

H8: There is a significant independent relationship between the criterion variable of perceptions of principals toward the institutional effect of educational vouchers and years of experience in administration, while holding constant the independent variables of type of school surveyed, type of school attended by the respondent, level of education, race, and gender.

Hypothesis 8 was rejected. The test revealed that there was no significant relationship between perceptions of principals toward institutional effect of educational vouchers and years of experience in administration. Table 10 shows the results of the statistical test for Hypothesis 8.

TABLE 9

HYPOTHESIS 7

RELATIONSHIP BETWEEN PERCEPTIONS OF PRINCIPALS

AND YEARS EXPERIENCE

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Years Experience	.757	1	2.026	.156	.005
Regression	58.075	6	25.903	.0001	
Residual	94.540	253			
Total	152.615	259			

TABLE 10

HYPOTHESIS 8

RELATIONSHIP BETWEEN INSTITUTIONAL EFFECT

AND YEARS EXPERIENCE

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Years Experience	.018	1	.096	.756	.0003
Regression	20.998	6	25.903	.0001	
Residual	46.001	253			
Total	67.000	259			

H9: There is a significant independent relationship between the criterion variable of perceptions toward educational vouchers and level of education, while holding constant the independent variables of type of school surveyed, type of school attended by the respondent, experience in administration, race, and gender.

Hypothesis 9 was rejected. The test revealed that there was no significant relationship between perceptions of principals toward educational vouchers and level of education. Table 11 shows the results of the statistical test for Hypothesis 9.

H10: There is a significant independent relationship between the criterion variable of perceptions toward the institutional effect of educational vouchers and level of education, while holding constant the independent variables of type of school surveyed, type of school attended by the respondent, experience in administration, race, and gender.

Hypothesis 10 was rejected. The test revealed that there was no significant relationship between perceptions of principals toward the institutional effect of educational vouchers and level of education. Table 12 shows the results of the statistical test for Hypothesis 10.

H11: There is a significant independent relationship between the criterion variable of perceptions toward educational vouchers and race, while holding constant the independent variables of respondent's type of school, type

of school attended by the respondent, level of education, years of experience in administration, and gender.

Hypothesis 11 was rejected. The test revealed that there was no significant relationship between perceptions of principals toward educational vouchers and race. Table 13 shows the results of the statistical test for Hypothesis 11.

TABLE 11

HYPOTHESIS 9

RELATIONSHIP BETWEEN PERCEPTIONS OF PRINCIPALS

AND YEARS EXPERIENCE

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Level of Education	1.258	1	3.367	.068	.008
Regression	58.075	6	25.903	.0001	
Residual	94.540	253			
Total	152.615	259			

TABLE 12

HYPOTHESIS 10

RELATIONSHIP BETWEEN INSTITUTIONAL EFFECT

AND LEVEL OF EDUCATION

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Level of Education	.085	1	.466	.495	.001
Regression	20.998	6	19.248	.0001	
Residual	46.001	253			
Total	66.999	259			

TABLE 13

HYPOTHESIS 11

RELATIONSHIP BETWEEN PERCEPTIONS OF PRINCIPALS

AND RACE

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Race	.0002	1	.0006	.981	.0000
Regression	58.075	6	25.903	.0001	
Residual	94.540	253			
Total	152.615	259			

H12: There is a significant independent relationship between the criterion variable of perceptions of principals toward the institutional effect of educational vouchers and race, while holding constant the independent variables of respondent's type of school, type of school attended by the respondent, level of education, years of experience in administration, and gender.

Hypothesis 12 was accepted. The test revealed that there was a significant relationship between perceptions of principals toward the institutional effect of educational vouchers and race. Table 14 shows the results of the statistical test for Hypothesis 12.

H13: There is significant independent relationship between the criterion variable of perceptions toward educational vouchers and gender, while holding constant the independent variables of type of school surveyed, type of school attended by the respondent, years of experience in administration, level of education, and race.

Hypothesis 13 was rejected. The test revealed that there was no significant relationship between perceptions of principals toward educational vouchers and gender. Table 15 shows the results of the statistical test for Hypothesis 13.

H14: There is significant independent relationship between the criterion variable of perceptions toward the institutional effect of educational vouchers and gender,

while holding constant the independent variables of type of school surveyed, type of school attended by the respondent, years of experience in administration, level of education, and race.

Hypothesis 14 was rejected. The test revealed that there was no significant relationship between perceptions of principals toward institutional effect of educational vouchers and gender. Table 16 shows the results of the statistical test for Hypothesis 14.

TABLE 14

HYPOTHESIS 12

RELATIONSHIP BETWEEN INSTITUTIONAL EFFECT

AND RACE

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Race	.794	1	4.365	.038	.012
Regression	20.998	6	25.903	.0001	
Residual	46.001	253			
Total	67.000	259			

TABLE 15

HYPOTHESIS 13

RELATIONSHIP BETWEEN PERCEPTIONS OF PRINCIPALS

AND GENDER

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Gender	.021	1	.055	.814	.00014
Regression	58.075	6	25.903	.0001	
Residual	94.540	253			
Total	152.615	259			

TABLE 16

HYPOTHESIS 14

RELATIONSHIP BETWEEN INSTITUTIONAL EFFECT

AND GENDER

Source	Sum of Squares	Degrees of Freedom	F	p	R Sq Chg
Gender	.046	1	.255	.614	.046
Regression	20.998	6	19.248	.0001	
Residual	46.001	253			
Total	67.000	259			

Conclusions

A number of conclusions were considered based on the findings of this study. They were as follows:

1. The composite set of independent variables did have a significant effect upon both perceptions toward educational vouchers and perceptions toward institutional effect of vouchers. Therefore, the variables working together are significantly related to the perceptions of public and private school principals.

2. The variable of type of school was found to have a significant effect on the perceptions of school principals and on the perceptions of school principals toward institutional effect. The responses from principals of private schools revealed that they felt educational vouchers would positively impact education. Whereas, principals of public schools showed by their responses that education would be adversely affected, if a system of educational vouchers were implemented. According to the data, the areas of student achievement, equal opportunity, teaching, enrollment, and making schools more accountable would be affected. The data also indicated that 30% of public school principals surveyed support vouchers, whereas 90% of private school principals support vouchers. This probably means that the perceptions of principals are largely dependent upon the type of school in which they are the head administrator.

3. The independent variables of type of k-12 school attended, years of experience in administration, level of education, race, and gender had no significant effect upon the perceptions of principals.

4. The independent variable of race had a significant effect upon principals's perceptions toward institutional effect of vouchers. When comparing white and other principals to black principals, white and other principals' indicated that educational vouchers would have a strong negative effect upon schools. Black principals indicated that educational vouchers would have a weak negative effect upon schools. However, they were both in the negative range.

5. The independent variables of type of k-12 school attended, years of experience in administration, level of education, and gender had no significant effect upon principals' perceptions toward institutional effect of vouchers.

Implications for School Principals

The study of the relationship between perceptions of principals toward educational vouchers and the educational and demographic characteristics defined in the study yields several implications for school principals. The following implications were the most notable.

1. The study revealed that 70% of public school principals are opposed to educational vouchers. This would

imply that public school principals believe that an educational voucher system is not the answer to school reform. The majority of public school principals seem to believe that vouchers would cause many more problems than they would solve. These problems would lie in the areas of equal opportunity, separation of church and state, enrollment, and logistical problems with transportation and facilities. This is consistent with the current literature. However, public school principals' opposition to vouchers is not congruent with the feeling of the American public. According to a September, 1992 Gallop poll, 70% of the public support educational vouchers (Lawton, 1992). This may imply that either public school principals are not facing reality concerning what is best for education or that they are more informed on the subject and see the perils of educational vouchers.

2. According to the study, private school principals support educational vouchers at the rate of 10:1. A strong implication here is that educational vouchers would improve education. Private school principals' responses indicated that parents should be given a choice and schools should be held accountable. This is also in line with the literature for those who support vouchers as well as the feelings of the American public.

Also, one could imply that private school principals support educational vouchers for financial reasons. For

example, if a system of educational vouchers were implemented this might take millions of dollars away from public schools and channel it to private schools. This would give economic benefits to private school at the expense of public schools. This would probably lead to the collapse of many public school systems.

3. There was no significant relationship between the type of k-12 school attended and perceptions of principals. This would imply that the type of school the principal attended as a child had no effect upon their perceptions toward vouchers. This gives stronger evidence that the type of school where the respondent is head administrator is the major cause of his/her attitude toward vouchers.

4. The significant relationship between institutional effect and race might imply that black principals do not believe that educational vouchers will adversely affect schools. It may also imply that educational vouchers will give poor minority students an equal opportunity to attend the best private schools. It is clear from white principals' responses that they fear major problems with education vouchers.

The literature reveals that educational vouchers are a very attractive reform measure to many Americans. However, the basis for this support is very elusive. It is clear from this study that the degree to which principals tend to support vouchers is directly related to how they believe it

will affect their school or their jobs personally and not necessarily how it will affect education. This may tell us that these tendencies are more financial and personal rather than what is good for education. Furthermore, public support is probably born in the idea that educational vouchers and free market education is simply the democratic thing to do. Americans tend to believe that if they have the opportunity to choose the school, then it must be good.

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